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ABSTRACT

This book provides a comprehensive synthesis of major developments, trends, issues, and practices relative to self-direction and adult education and offers strategies that have direct application to practice. Its intended audiences are practitioners and professors, students, and researchers in adult education. Part I is an introduction. Chapter 1 presents scenarios for three types of learners to illustrate that self-direction is a way of life and discusses popular myths that have helped to create confusion about self-direction and its potential for adult learners. Chapter 2 defines self-direction and offers a model to clarify the concept. Three chapters in Part II examine critically the research literature on self-direction. The two chapters in Part III are intended to bridge theory and practice. They present strategies for facilitating self-directed learning as an instructional method and for enhancing learner self-direction as an aspect of adult personality. Four chapters in Part IV address major issues for practice: self-direction in institutionally based adult education programs, policy issues, international perspectives on self-direction, and ethical issues. The two chapters in Part V provide a hypothetical scenario of what a family of the near future might look like if they embrace the ideals of self-direction and present recommendations important in creating future growth of self-direction ideals. Appendixes include a 97-item annotated bibliography of sources related to andragogy, 430 references, and an index. (YLB)

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